



MIDLAND VALLEY CHARTER PREPARATORY SCHOOL

2432 Jefferson Davis
Graniteville, South Carolina

Grades	K-8 Elementary School	
Enrollment	155 Students	
Principal	Bette Jean Doggett	803-594-1000
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	Average	Below Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

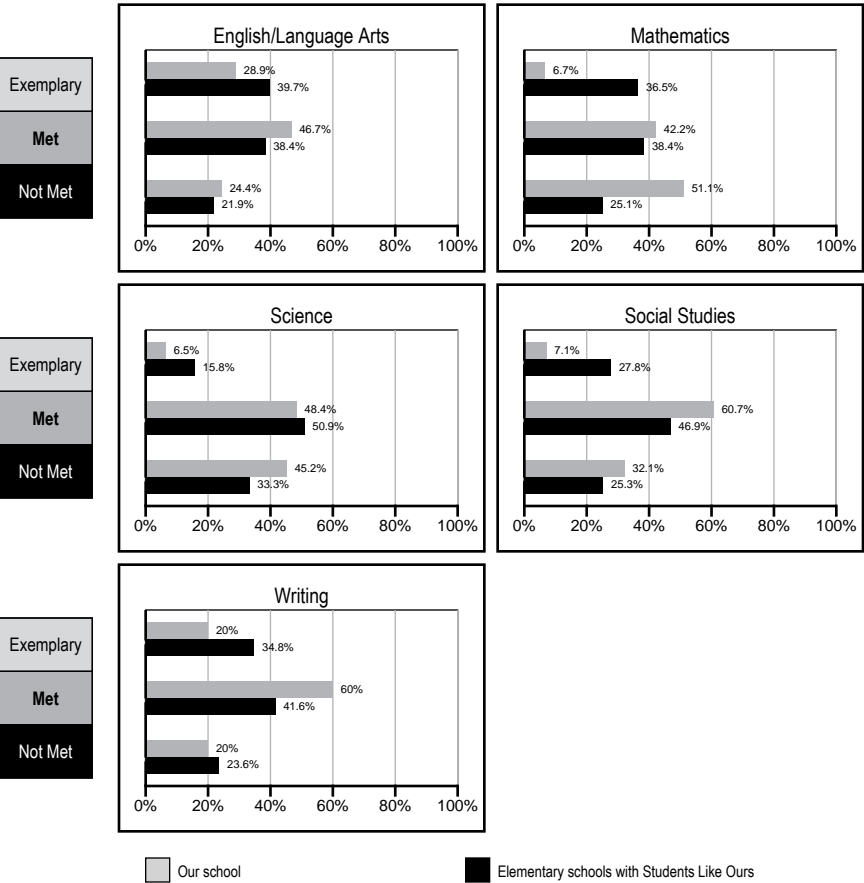
93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	34	71	4	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=155)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 2.9%	1.1%	1.1%
Attendance rate	95.9%	Down from 96.5%	96.0%	96.2%
Served by gifted and talented program	0.0%	No Change	13.4%	13.4%
With disabilities other than speech	6.0%	Down from 8.8%	5.2%	4.1%
Older than usual for grade	3.8%	Down from 4.1%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	7.7%	Up from 7.1%	60.3%	62.5%
Continuing contract teachers	30.8%	Up from 28.6%	90.6%	88.2%
Teachers returning from previous year	78.0%	N/A	88.2%	87.8%
Teacher attendance rate	97.0%	Up from 96.8%	95.0%	95.2%
Average teacher salary*	\$36,278	No Change	\$46,621	\$46,773
Professional development days/teacher	18.4 days	Up from 9.2 days	10.9 days	10.5 days
School				
Principal's years at school	1.5	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 15.6 to 1	19.9 to 1	19.9 to 1
Prime instructional time	91.9%	Down from 92.5%	90.2%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	90.1%	Down from 99.4%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,484	Up 13.0%	\$7,234	\$7,447
Percent of expenditures for instruction**	64.0%	Up from 57.0%	68.0%	68.4%
Percent of expenditures for teacher salaries**	59.1%	Up from 54.4%	65.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Midland Valley Preparatory School, in its pursuit of educational excellence, will provide learning opportunities for all students, will accommodate the needs of all students, will challenge all students to use their innate abilities, and will assist all students to live productive, responsible and meaningful lives. The school feels lifelong success is directly related to learning, and that learning is the direct result of the quality of teaching. The school, along with its Executive Board, ensure that the students are provided the best educational opportunities available. By focusing on family and community involvement, and sharing the responsibility of education with them, while providing an appropriate education, Midland Valley Preparatory School continues to succeed in preparing its students to live successful, productive lives in a rapidly changing society and world.

Bette Jean Doggett Martin Bryant
Administrator Executive Board President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	25.6%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	101	100	24.5	48.9	26.6	87.2	82.9	82.4	Yes	Yes
Gender										
Male	51	100	30.6	53.1	16.3	85.7	79.3	78.7	N/A	N/A
Female	50	100	17.8	44.4	37.8	88.9	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	70	100	19.7	45.5	34.8	89.4	87.5	88.9	Yes	Yes
African American	30	100	37	55.6	7.4	81.5	75.5	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.7	83	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	66.7	43.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	47	100	26.2	45.2	28.6	83.3	76.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	101	100	41.5	48.9	9.6	73.4	80.6	81.9	No	Yes
Gender										
Male	51	100	40.8	51	8.2	75.5	79	79.9	N/A	N/A
Female	50	100	42.2	46.7	11.1	71.1	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	70	100	36.4	53	10.6	78.8	86	88.9	Yes	Yes
African American	30	100	51.9	40.7	7.4	63	71.7	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.5	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.5	84.4	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	58.3	41.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	47	100	47.6	45.2	7.1	64.3	73.6	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	71	100	42.4	50	7.6	57.6	64.8	68.6
Gender								
Male	39	100	43.2	43.2	13.5	56.8	65.1	68.3
Female	32	100	N/AV	N/AV	N/AV	58.6	64.4	68.9
Racial/Ethnic Group								
White	46	100	41.9	51.2	7	58.1	74.3	80.7
African American	24	100	40.9	50	9.1	59.1	49.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	59.8	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.9	60.7
Socio-Economic Status								
Subsidized meals	31	100	44.4	48.1	7.4	55.6	53.6	57.3

Social Studies

All Students	67	98.5	41.9	50	8.1	58.1	66.7	72.5
Gender								
Male	31	100	45.2	51.6	3.2	54.8	67.1	72
Female	36	97.2	38.7	48.4	12.9	61.3	66.2	73.1
Racial/Ethnic Group								
White	51	100	41.7	50	8.3	58.3	72.6	81
African American	16	93.8	42.9	50	7.1	57.1	56.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	67	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	79.4	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	30.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.6	69.7
Socio-Economic Status								
Subsidized meals	32	100	44.8	48.3	6.9	55.2	57.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	34	97.1	21.9	50	28.1	78.1	76.1	73.2	95.9	95.9
Gender										
Male	17	100	23.5	64.7	11.8	76.5	71.4	67.2	96.2	95.9
Female	17	94.1	20	33.3	46.7	80	81	79.4	95.5	96
Racial/Ethnic Group										
White	23	95.7	18.2	54.5	27.3	81.8	82.3	81.5	95	95.8
African American	11	100	I/S	I/S	I/S	I/S	66.3	61.3	98	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.6	87	N/A	96.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.9	66.7	N/A	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	99.3	95.6
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	24.3	26	96.6	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.6	65.7	N/A	96.4
Socio-Economic Status										
Subsidized meals	13	100	23.1	61.5	15.4	76.9	66.2	63.2	95.2	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	11	100	I/S	I/S	I/S	I/S
	4	15	100	25	66.7	8.3	75
	5	13	100	33.3	58.3	8.3	66.7
	6	20	100	18.8	50	31.3	81.3
	7	22	100	15	40	45	85
	8	17	100	14.3	50	35.7	85.7
2011	3	17	100	18.8	37.5	43.8	81.3
	4	16	100	35.7	42.9	21.4	64.3
	5	15	100	20	60	20	80
	6	13	100	27.3	45.5	27.3	72.7
	7	21	100	30	50	20	70
	8	19	100	16.7	55.6	27.8	83.3
Mathematics							
2010	3	11	100	I/S	I/S	I/S	I/S
	4	15	93.3	41.7	50	8.3	58.3
	5	13	100	N/A	N/A	N/A	50
	6	20	100	50	37.5	12.5	50
	7	22	100	25	55	20	75
	8	17	100	57.1	35.7	7.1	42.9
2011	3	17	100	50	31.3	18.8	50
	4	16	100	N/AV	N/AV	N/AV	50
	5	15	100	N/AV	N/AV	N/AV	46.7
	6	13	100	45.5	45.5	9.1	54.5
	7	21	100	45	45	10	55
	8	19	100	11.1	72.2	16.7	88.9
Science							
2010	3	6	I/S	I/S	I/S	I/S	I/S
	4	15	100	N/A	N/A	N/A	41.7
	5	7	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	22	100	5	90	5	95
	8	9	I/S	I/S	I/S	I/S	I/S
2011	3	9	I/S	I/S	I/S	I/S	I/S
	4	16	100	N/AV	N/AV	N/AV	57.1
	5	8	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	21	100	50	45	5	50
	8	10	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	5	I/S	I/S	I/S	I/S	I/S
	4	15	100	16.7	66.7	16.7	83.3
	5	6	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	22	100	55	40	5	45
	8	8	I/S	I/S	I/S	I/S	I/S
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	16	100	21.4	64.3	14.3	78.6
	5	7	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	21	100	N/AV	N/AV	N/AV	30
	8	9	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	15	100	41.7	50	8.3	58.3
	5	13	100	N/AV	N/AV	N/AV	50
	6	19	100	31.3	50	18.8	68.8
	7	23	100	47.6	38.1	14.3	52.4
	8	17	94.1	28.6	42.9	28.6	71.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	15	93.3	14.3	64.3	21.4	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	19	100	27.8	38.9	33.3	72.2

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